

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA MINISTRY OF  
HIGHER EDUCATION AND SCIENTIFIC RESEARCH**

**University of Mohamed Boudiaf M'sila**

**FACULTY OF LETTERS AND  
LANGUAGES**

**LANGUAGES DEPARTMENT  
LANGUAGE**

**OF ENGLISH**

**N°: .....**



**DOMAIN: FOREIGN**

**STREAM: ENGLISH**

**OPTION: Linguistics**

**A Descriptive Study of Students and Teachers Attitudes About  
the Impact of Target Language Culture on ESP Students  
Reading Comprehension.**

**Case Study: Third Year Students at Social Sciences  
Department.**

*Dissertation Submitted to the Department of English in partial fulfillment of the requirements  
for the degree of master in linguistics.*

**Candidates**

**Ms. Ikram SEGHIOUR**

**Ms. Sara FATHI**

**Supervised by**

**Dr. Karima LAADJEL**

**Board of Examiners**

<b>Chairperson</b>	<b>Mr. Abdelmadjid TAYOUB</b>	<b>University of M'sila</b>
<b>Supervisor</b>	<b>Dr. Karima LADJEL</b>	<b>University of M'sila</b>
<b>Examiner</b>	<b>Dr. Imane CHERIAT</b>	<b>University of M'sila</b>

**2023/2024**

## **Dedication**

To my parents Abdelmadjid and Mimoune Samira

To My sisters Chaima, Alaa and Milina

To my friends

Sara, Habiba, Assia, Chahla, Asma and Sara

To myself of course

I dedicate this work

IKRAM Seghiour

## **Dedication**

To my parents Mokhtar Fathi and Bahlat Zohra

To My sisters

Amel, Houda, Bouthaina, Aya and Iness

To my beloved friends

To my self

I dedicate this work

SARA Fathi

## **Acknowledgements**

First and foremost, heartfelt praises go to Allah who guided us through all the stages of this study.

We are massively grateful to our honorable teacher and supervisor **Dr. KARIMA LAADJEL** for her immense support, guidance, and patience. Without her valuable feedback, this work would not have been possible.

We are very thankful to the jury members **Dr. IMANE CHERIAT** and **Mr. ABDELMADJID TAYOUB** for accepting to read and to evaluate our research.

Their priceless comments will surely help us enormously enhance this work.

We are also thankful to Third Year Students at Social Sciences Department of M'sila university for taking part in this research.

We would like to thank all the teachers of the English Department at the University of M'sila

## **Abstract**

This study aims to explore the impact of target language culture on English for Specific Purposes (ESP) students' reading comprehension, focusing specifically on third-year students at the Social Sciences Department. Employing a descriptive research method, this investigation seeks to gauge both students' and teachers' perspectives and attitudes towards this phenomenon. To achieve this, questionnaires were distributed to a sample of 49 students and 5 teachers from the Social Sciences Department, chosen through a random sampling method. The questionnaires aimed to elicit insights into how target language culture influences students' reading comprehension and how teachers perceive its impact on instructional practices. The findings indicate that target language culture significantly influences ESP students' reading comprehension by providing contextual clues, enhancing vocabulary acquisition, and fostering deeper cultural understanding. However, challenges such as cultural barriers and linguistic complexities were identified by both students and teachers. In consideration of these findings, recommendations are proposed to assist students in overcoming these challenges, including integrating cultural content into ESP curriculum and providing explicit instruction on cultural nuances. Additionally, suggestions for teachers are offered to enhance their pedagogical approaches and incorporate cultural elements into reading comprehension tasks effectively. By addressing these recommendations, ESP students can better navigate and comprehend texts within the target language culture, ultimately enhancing their language proficiency and cultural competence.

**Key words:** target language culture, reading comprehension, ESP

## **List of Abbreviations**

**%: Percentage.**

**N: Number of Students.**

**ESP: English for specific purposes EFL: English as a Foreign Language.**

## List of Tables

<b>Table 1: frequency of reading English books in ESP .....</b>	<b>45.</b>
<b>Table 2: Content Read in English within ESP .....</b>	<b>45</b>
<b>Table 3: Purposes for English Reading .....</b>	<b>46</b>
<b>Table 4: Levels of reading Comprehension .....</b>	<b>46</b>
<b>Table 5: Effectiveness of teacher feedback on reading comprehension skills .....</b>	<b>47</b>
<b>Table 6: Students extra reading habits beyond assigned coursework .....</b>	<b>47</b>
<b>Table 7: Students Challenges in ESP Contextual Reading .....</b>	<b>48</b>
<b>Table 08: Challenges in comprehending field-specific texts .....</b>	<b>48</b>
<b>Table 09: Identifying Causes for Comprehension Challenges.....</b>	<b>48</b>
<b>Table 10: The Significance of Cultural Understanding in Comprehension .....</b>	<b>49</b>
<b>Table 11: Cultural Influence on Reading Comprehension in ESP: Student Perspectives .....</b>	<b>49</b>
<b>Table 12: Observing the Impact of Cultural Factors on Reading Comprehension in ESP Contexts .....</b>	<b>50</b>
<b>Table 13: Perceptions of Cultural Influence on EFL Reading Comprehension in ESP Contexts.....</b>	<b>50</b>
<b>Table 14: Interest in English Courses among ESP Students .....</b>	<b>52</b>
<b>Table 15: Teaching Focus: Reading Skills .....</b>	<b>52</b>
<b>Table 16: Importance of English Reading for ESP Students.....</b>	<b>53</b>
<b>Table 17: English Course Attendance among ESP Students .....</b>	<b>53</b>
<b>Table 18: Frequency of teachers Specialty Resource Reading in Class.....</b>	<b>53</b>
<b>Table 19: Student Challenges of Reading in English related to the field of study .....</b>	<b>54</b>

## **Table of Contents**

<b>Dedication .....</b>	<b>2</b>
<b>Acknowledgements.....</b>	<b>3</b>
<b>Abstract.....</b>	<b>4</b>
<b>List of Abbreviations.....</b>	<b>5</b>
<b>List of Tables .....</b>	<b>6</b>
<b>Table of Contents .....</b>	<b>7</b>

### **GENERAL INTRODUCTION**

1. Background of the study.....	11
2. Statement of the Problem.....	12
3. Research Questions .....	12
4. Research objectives .....	12
5. Significance of the Study.....	12
6. Research Methodology.....	13
7. Structure of the Dissertation.....	14

### **SECTION I: READING COMPREHENSION.**

Introduction .....	17
1. Definition of Reading comprehension.....	17
2. Models of reading .....	18
2.1. Bottom-up model .....	18
2.2. Top-down model.....	19

3. Types of reading.....	19
3.1. Intensive reading... ..	20
3.2. Extensive reading... ..	20
4. The importance of teaching reading in classroom.....	20
5. Factors influencing reading comprehension.....	21
5.1. Linguistics knowledge.....	21
5.1.1. Vocabulary... ..	21
5.1.2. Grammar... ..	22
5.2. Culture.....	22
6. ESP students reading comprehension problems... ..	23
6.1. Linguistic problems... ..	23
6.2. Non-Linguistic problems... ..	24
Conclusion.....	25

**Section II: Culture and reading comprehension.**

Introduction... ..	27
1. Definition of culture .....	27
2. Types of culture .....	28
2.1. Culture big “C” .....	28
2.2. Culture small “c” .....	28
3. Culture and language teaching.....	29
4. The importance of teaching culture to develop a foreign language.....	30
5. The importance of integrating culture in ESP language teaching.....	31
6. Features of integrating culture .....	33
6.1. Cultural capsules.....	33
6.2. Assimilators of culture ,.....	33
6.3. Culture clusters .....	34

6.4. Authentic materials .....	34
6.5. Role-playing.....	35
7. The effects of culture in reading ESP texts .....	36
7.1. Positives sides of integrating culture in reading ESP texts.....	37
7.2. Cultural Challenges of ESP Readers .....	38
Conclusion.....	39

**Section III: culture and reading comprehension .....40**

**CHAPTER TWO: THE FIELD WORK**

1. Introduction.....	42
2. Research methodology.....	42
3. The research design .....	42
3.1. The sample population... ..	42
3.2. Research instruments.....	43
4. Data analysis.....	43
4.1. Description and procedure of the research instruments .....	43
4.1.1. Students' questionnaire .....	44
4.1.1.1. Description and objectives of the students' questionnaire .....	44
4.1.1.2. Data analysis of the students' questionnaire .....	44
4.1.2. Teacher's questionnaire.....	50
4.1.2.1. Description and objectives of the teachers' questionnaire .....	51
4.1.2.2. Data analysis of the teachers' questionnaire .....	51
5. Discussion of the results .....	54
6. Recommendations.....	56
7. Limitation .....	56
8. Implications.....	57
Conclusion.....	57

GENERAL CONCLUSION...	58
References...	59
Appendices.....	66
Résumés.....	71
72.....	ملخص

## GENERAL INTRODUCTION

English today is an essential tool in all areas of human life worldwide. Educational programs often utilize it for various purposes, with educators responsible for designing goals and objectives for learners. English learners with specific goals typically have a clear vision and set objectives for language acquisition. The aim of ESP (English for Specific Purposes) is to bridge the gap between language proficiency and communication needs, promoting intercultural awareness and societal diversity through integrating culture and language. This creates conditions for effective communication among learners.

ESP students differ from other learners as they are required to master language skills pertinent to their field of study. Reading is the most crucial skill for acquiring information and understanding the content of different texts, especially when read with a specific purpose in mind. Therefore, reading ability is closely tied to comprehension—the ability to grasp the meaning of written texts and various documents in educational environments. This comprehension is heavily influenced by cultural factors and the diverse cultural backgrounds and knowledge of learners.

In other words, ESP students engage in diverse communicative contexts across various media, requiring not only language proficiency but also vocabulary, grammar, and cultural awareness. Culture significantly impacts students' reading comprehension as it fosters critical and analytical thinking and provides context for connecting terms and ideas with meaningful understanding specific to their purposes. Thus, educational settings should emphasize awareness of how culture influences students' reading comprehension. This includes developing adequate materials that guide learners towards their specific goals and enhancing their ability to read and understand content with cultural sensitivity.

## **1. Statement of the problem**

Despite the emphasis on reading comprehension skills in ESP courses, Social Sciences students still have difficulties in understanding and interpreting texts effectively. They often find it difficult to understand the content of texts due to cultural references incorporated in the reading materials. This difficulty can be explained by limited exposure to the cultural contexts.

As a result, students in their field have difficulty comprehending and understanding texts related to their field of study; this might have a negative effect on their academic performance. Students' must be able to comprehend the cultural context that shapes the content. Accordingly, it should be explored how incorporating cultural approaches into ESP can contribute to enhancing students' reading comprehension. By using cultural materials and teaching methods, this may help students better to understand the context of the texts, improving their reading comprehension. This study aims to explore the perceptions and attitudes of both students and teachers towards the impact of culture on reading comprehension.

## **2. Research questions**

This investigation has two main research questions, which seeks to answer:

1. Is Target language Culture Affect students' reading comprehension in ESP contexts?

## **3. Research objectives**

To investigate whether target language culture influences students' reading comprehension in ESP contexts.

## **4. Significant of the study**

Researchers (Snow 2002, Duke 2003) believe that reading comprehension is an important skill among all the language skills needed to learn any language, specifically those who study the English language for specific purposes. The current study is concerned with the impact of culture on reading comprehension of ESP students. Since culture is a source of reasoning and critical thinking, which is required for comprehension when reading texts and analyzing content, this investigation aims to highlight the great

importance of culture in ESP educational environments and its impact on fostering reading comprehension, in addition to helping educators customize materials to incorporate culture and its components in the field of study, resulting in students mastering the reading comprehension skill.

## **5. Research Methodology**

To do this exploratory research, researchers focus on a specific methodology which is descriptive method that includes identifying participants, using specific data collection tools, and applying a specific type of data analysis.

### **5.1. Participants**

In this study, the sample includes third-year students of the social sciences department at M'sila University. The reason for choosing this exact sample is simply that third-year students understand various study methods, enabling them to engage more deeply with research studies. Moreover, the social sciences department focuses on understanding social behavior and the influence of culture on reading, which aligns with their specialization and their ability to comprehend the social context of reading. Teachers also are from the social sciences department at M'sila University, and they are considered participants in this study.

### **5.2. Research Instruments**

Two research instruments were used to guarantee the hypotheses. Researchers tend to use two research instruments to collect data. First: The study relied on a questionnaire directed to students, where they received it to answer to find out whether culture affects their reading comprehension. This tool is used with third-year students studying in the Department of Social Sciences at the University of M'sila. The second research instrument includes a questionnaire for teachers who teach in the social sciences department.

### **5.3. Data analysis**

After answering the questionnaire by teachers and students, the researchers analyzed the results by using a descriptive analysis. The data are organized in tables to explain how target language culture affects

students' reading comprehension in ESP contexts.

## **6. Structure of the dissertation**

The dissertation consists of three main chapters; each chapter includes sections and sub-sections. Two main chapters are devoted to the theoretical and practical parts. However, the third chapter is related to the reading comprehension. It tends to define main conceptual terms about reading comprehension, while the second chapter is mainly explaining the association between the two variables reading comprehension and culture, in which it defines the term culture with its two types and the importance of integrating culture in both foreign and ESP language teaching. It also deals with the main features of integrating culture. Additionally, the third chapter involves the analysis of statistical data, interpretation, and discussion of the various results collected from both students' and teachers' questionnaires used in the investigation. This chapter also aims to define key conceptual terms related to reading comprehension.

# **Section I**

*Reading comprehension*

## **Table of content**

### Introduction

1. Definition of Reading comprehension
2. Models of reading
  - 2.2. Bottom-up model
  - 2.3. Top-down model
3. Types of reading
  - 3.2. Intensive reading
  - 3.3. Extensive reading
4. The importance of teaching reading in classroom
5. Factors influencing reading comprehension
  - 5.2. Linguistics knowledge
    - 5.2.1. Vocabulary
    - 5.2.2. Grammar
  - 5.3. Culture
6. ESP students reading comprehension problems
  - 6.1. Linguistic problems
  - 6.2. Non-Linguistic

problem Conclusion

## **Introduction**

This chapter provides some theoretical knowledge about the main concept of reading comprehension. It first tends to define the term 'reading comprehension. Second, it tends to mention the two models of reading, which are: bottom-up model and top-down model. Then, the chapter indicates the types of reading, such as intensive and extensive reading. After that, the chapter tries to discuss the importance of teaching reading in the classroom. After that, it discusses the importance of teaching reading in the classroom. Afterward, the chapter indicates the factors influencing reading comprehension, such as linguistic knowledge (grammar and vocabulary) and culture. By the end of this chapter, it tends to discuss ESP students' reading comprehension difficulties.

### **1. Definition of reading comprehension**

Reading comprehension is the ability to read texts and understand their meaning. In addition, decode what is written. Harris & Hodges defined it as "the construction of meaning of a written or spoken communication through a reciprocal, holistic interchange of ideas between the interpreter and the message in a particular communicative context" (1995, p. 39). In other words, they view that the construction of meaning in written or spoken communication is over the common and comprehensive exchange of ideas between the interpreter and the message within a specific communication context.

Moreover, reading comprehension is the capacity to comprehend written text, recognize its meaning, and to integrate it with what the reader already knows. According to Grellet (1981:3), reading comprehension "understands a written text means extracting the required information from it as efficiently as possible. It means getting the needed information when understanding the text. Snow (2002) also states that reading comprehension is the process of taking out and constructing meaning over interaction and participation from written language.

Duke (2003) sees that comprehension is a process in which readers produce meaning by interacting with text via combination of preceding knowledge and experience, written material, and readers' views about the content of the text; he means that comprehension is a cognitive process where readers construct meaning during their interaction with the text. Knuth and Jones (1991:24) state that "comprehension

results from an interaction among the reader, the strategies the reader employs, the material being read, and the context in which reading takes place”; this means that the interaction between the reader, the strategies used, and the context contribute to the development of comprehension.

Reading in English for Specific Purposes (ESP) serves as the primary source of knowledge for students and facilitates discussions within their field of study. According to Antony (1997), reading is relevant as it equips learners with vocabulary and knowledge that will be used in their professions.

This means that reading in specific areas enhances students' vocabulary and increases the specialized knowledge they will need in later careers. For example, reading medical articles enables medical students to understand the medical terminology and medical concepts they will encounter in the practice of their profession as doctors.

## **2. Models of reading**

Models of reading encompass various approaches to understanding how individuals read and comprehend text. Some key models include the bottom-up and top-down. The bottom-up model starts with recognizing letters, sounds, and words to build meaning. In contrast, the top-down model involves using prior knowledge and experiences to predict meaning. These models play a crucial role in literacy education by guiding how reading skills are taught and developed. Richards sees reading as” ... an integration of top-down processes that utilize background knowledge and schema, as well as bottom-up processes that are primarily text or data driven.” (1990:77). Bottom-up models are focused on decoding and understanding words, while top-down models involve the integration of background knowledge with the text. (Israel, S. E., & Duffy, G. G. (2017:33).

### **2.1. Bottom-up model**

The bottom-up reading model emphasizes processing text from letters to meaning, following a sequential progression from letters to sounds, words, and finally, meaning. In this model, information flows entirely from low-level sensory data to meaning without higher-level processing influencing lower levels. However, some researchers have noted limitations, as higher-level semantic and syntactic processing can aid word identification. This model contrasts with the top-down approach, which focuses

on meaning-driven reading, starting from whole to part, utilizing prior knowledge and experiences to predict meaning (Brown, 2001; Frehan, 1999).

According to Richards (1990), bottom-up processing refers to the use of incoming data as a source of information about the meaning of a message. From this perspective, the process of comprehension begins with the message received, which is analyzed at successive levels of organization—sounds, words, clauses, and sentences—until the intended meaning is arrived at.

## **2.2. Top-down model**

The top-down model orders a reader's interaction with the text, focusing on understanding meaning rather than decoding words. This model emphasizes the role of the reader's background knowledge about a specific topic in finding meaning from a text, rather than focusing on decoding words. (Almutairi, N. R. (2018). Shuying, A. (2013). It is based on the fact that readers predict and change their understanding of the text while reading. Moreover, it is also useful for comprehending difficult writings because it allows readers to use their previous knowledge to create connections between ideas. Shuying, A. (2013). Richards (1990) defined the top-down as the using of prior knowledge to understand the content of a specific text, which means that readers make connections between their prior knowledge about the topic, the context, or information that is stored in memory in an organized manner as “schemas” and “texts.” This means that when a person reads a particular text, he or she uses previously acquired knowledge and experiences about the topic in question and relates this knowledge to the content of the new text.

## **3. Types of reading**

When developing reading ability, both teachers and learners need to know what the types of reading are. In the period up to 1750, people would read a small number of texts intensively, that is, frequently, with the material read being deeply absorbed. Yet, as printed texts multiplied and literacy rates improved, people started to read extensively, that is, they started to read a large number of texts. Hafiz and Tudor (1989: 5) compared between the two types:

*In intensive reading activities, learners are in the main exposed to relatively short texts, which are used either to exemplify specific*

*aspects of the lexical, syntactic, or discoursal system of the L2 or to provide the basis for targeted reading strategy practice; the goal of extensive reading, on the other hand, is to "flood" learners with large quantities of L2 input with few or possibly no specific tasks to perform on this material.*

There are two types of reading that should be considered, which are:

### **3.1. Intensive reading**

Intensive reading means learners reading in detail, focusing on vocabulary and grammar; usually (not always) it takes place in classrooms. Nuttal (1962) sees that the main goal of the intensive reading lesson is to instruct students in various reading techniques. The reader has to understand the meaning of every word. According to Grellet (1891), intensive reading is reading shorter texts to extract specific information. This activity focuses more on reading for detail. Intense reading means reading a text carefully or in-depth in order to understand it; this could contain going over each word in the text line by line, checking a dictionary, comparing, evaluating, translating, and taking notes of every expression it uses.

### **3.2. Extensive reading**

Extensive reading means learners read longer texts (magazines, novels, etc.) for pleasure, or "joyful reading," as Richard Day called it. Usually, it takes place inside a classroom. Bordonaro (2014) states that extensive reading typically includes a learner engaging in independent and self-directed reading rather than personal choice. Learners read silently and alone during this type of reading, and the teacher attempts to only assist the learners' reading process by responding to their questions. Coady (1993) emphasizes the idea that learners can develop their vocabulary and reading skills through extensive reading exercise. This type of reading helps students to develop their linguistic competence such as vocabulary, spelling, and punctuation.

## **4. The importance of teaching reading in the classroom**

Mainly, reading is one of the four fundamental language skills; it is an important skill, especially in

language acquisition; it is a cognitive process of comprehending symbols to recognize the meaning of the text. According to Smith (1988), reading is a matter of decoding letters to sounds. Leipzig (2001) also defines reading as a multifaceted practice including word recognition, comprehension, fluency, and motivation. Rivers (1981) stated that reading is an essential aspect of any language class, not only as a source of knowledge and entertainment, but also as a tool to enhance and expand understanding and comprehension of the language. Accordingly, it is clear that reading is considered one of the most important activities in language lessons, as it contributes to increasing students' knowledge and improving their language skills.

Therefore, teaching reading in the classroom contributes to enhancing their vocabulary and improving their ability to communicate and create effectively. It also enhances their academic achievement and their ability to acquire language and learn, which encourages creativity and imagination.

Moreover, teaching reading provides students with the necessary tools to explore knowledge, understand diverse perspectives, and develop their overall educational experience. Teachers can use effective strategies to teach reading in class, such as setting reading goals, providing opportunities for students to read aloud, and reviewing text regularly to enhance comprehension. These strategies enhance students' mental skills, as reading contributes to improving critical thinking and developing creative and analytical solution skills. In addition, reading contributes to enhancing writing skills, as reading and writing are closely related, so students who read regularly tend to develop strong writing skills.

## **5. Factors influencing reading comprehension**

According to Hermosa (2002) and Meniado (2016), reading comprehension involves many cognitive tasks such as word understanding and integration; Dennis (2008) describes reading comprehension as a multifaceted process that contains both identifying and comprehending written codes. Some things affect reading comprehension skills. Hence, some factors influence learners' reading comprehension, such as:

### **5.1. Linguistic knowledge**

#### **5.1.1. Vocabulary**

One of the important factors affecting a reader's comprehension is the vocabulary. Having a good

vocabulary background facilitates reading comprehension, as words are seen as fundamental components of language, serving as the basic units of meaning from which larger linguistic structures, including sentences, paragraphs, and complete texts, are constructed. (Read, 2000). This statement indicates the importance of vocabulary in language, as words are the basic units that form the basis for building larger linguistic structures such as sentences, paragraphs, and complete texts. Furthermore, vocabulary is the basic piece on which the understanding and formation of language and communication between individuals are built. Where the success in correlating the written words with their meaning and their referents depends on the words. Laufer (1997) also sees that the text cannot be comprehended, whether in one's native language or a foreign language, without understanding the text's vocabulary. Effective reading comprehension is possible when most of the vocabulary in a reading selection are familiar to the readers. Qodariyah, I.I. (2021). Vocabulary is important to the reading process, and reading comprehension significantly improves the reader's comprehension.

### **5.1.2. Grammar**

Mainly, grammar plays an important role in reading comprehension. It helps students to comprehend and decode the text, and it helps them to understand the structure of the sentences in the text. Mastering grammar by students contributes to developing their vocabulary, analyzing sentences, interpreting meanings, and interacting with texts more effectively. In addition, grammar enables students to understand texts with deeper meanings and communicate effectively (Laadjel.K. 2018). This statement indicates that understanding and mastering grammar contributes to the development of several skills among students, such as improving their vocabulary, their ability to analyses sentences, understand meanings, and interact effectively with texts. In addition, mastery of grammar enhances students' ability to understand texts more deeply and communicate more effectively.

### **5.2. Culture**

Teaching culture is similar to teaching the fifth language skills. Learning culture is an important component of any language classroom; reading comprehension is particularly affected by culture since it influences students' interpretation of the text according to their cultural background. Hesar (2012)

supports that in learning a language, culture is important. It is a part that cannot be ignored because it is considered the backbone of society alongside language; this means that culture is the context within which an individual's language is placed. When a person learns a new language, he or she must understand the culture that surrounds that language to be able to use it effectively. Kramersch (1995) sees that understanding a language involves comprehending the culture in which it is used. Furthermore, teaching culture in reading classrooms helps students to understand new concepts that differ from their own and increases their tolerance.

## **6. ESP students' reading comprehension problems**

Reading comprehension studies reveal that ESP students have certain challenges when it comes to reading. The majority of students' struggle with reading texts. According to Frestisia (2021, p. 236–240), there are some of the factors that ESP students' encounter with reading comprehension; these factors include the linguistics problems and the non-linguistics problems.

This means that the factors that influence reading comprehension are diverse and include both linguistic and non-linguistic aspects. Linguistic factors may include difficulty in linguistically understanding texts or words, while non-linguistic factors may relate to cultural or external factors, such as noise or environmental conditions.

### **6.1. Linguistics problems**

Understanding linguistic elements is crucial for language acquisition. According to Khansir & Pakdel (2016), as cited by Frestisia (2021:237), linguistic principles consistently facilitate the learning process of the English language. They further elaborate that throughout the history of English- language education, various linguistic hypotheses have been proposed to encourage student engagement and motivation in learning English, since the lack of linguistic competence may affect the student's process of reading comprehension. The linguistic problems include vocabulary, which refers to the set of words within a language that are used for communication and comprehending. It includes nouns, verbs, adjectives, and adverbs. Frestisia (2021) states that when students' have a broader understanding of vocabulary, they can better understand the learning materials they read, improving their understanding of texts, textbooks, and

other reading materials. This means that when students learn a wider range of words, they are able to understand educational material better. By understanding the meanings of words more deeply, they can benefit more from the content they read, whether in lessons or reading outside class. Rezaei, Rahimi, and Talepaskan (2012) showed that most students had difficulties in identifying and understanding the syntaxes of sentences. This makes reading English more difficult, and sometimes learners may understand incorrect sentence meaning.

## **6.2. Non-linguistic problems**

There are various problems with reading comprehension beyond linguistic skills, which are non-linguistic problems; they include cultural knowledge gaps, limited working memory, etc. Kasim and Raisha (2017:312) state that the non-linguistic reading problems are related to any reading problems that are not related to the reader's linguistic abilities; these non-linguistic problems include difficulty connecting ideas in the text, lack of good reading strategies, and lack of cultural knowledge. Kasim and Raisha (2017:310) state that one of the non-linguistic problems that makes teaching and learning reading hard is socio-cultural background; ESP students will often encounter cultural problems due to differences in cultural features from their native language. For example, a student who studies political sciences faces a problem understanding texts that discuss monarchy and royal families and politics.

## **Conclusion**

Since this chapter is concerned with the introduction and definition of reading comprehension and mentioned the types of reading and models, different concluding ideas can be shared to have a general contract on certain thoughts. First, it is concluded that teaching reading in the classroom is so important and helps students to improve their communication competence and language skills. Second, it is determined that reading comprehension is affected by many factors such as grammar, vocabulary, and culture. Then it resolved that ESP students' have problems with reading comprehension, and they divide them into two types: linguistics and non-linguistics problems.

# ***Section II***

*Culture and reading  
comprehension.*

## **Table of content**

### Introduction

1. Definition of culture
2. Types of culture
  - 2.1. Culture small “c”
  - 2.2. Culture big “C”
3. Culture and language teaching
4. The importance of teaching culture to develop a foreign language
5. The importance of integrating culture in ESP language teaching
6. Features of integrating culture
  - 6.1. cultural capsules
  - 6.2. Assimilators of culture
  - 6.3. culture clusters
  - 6.4. Authentic materials
  - 6.5. Role playing
7. The effects of culture in reading ESP texts
  - 7.1. Positives sides of integrating culture in reading ESP texts
  - 7.2. Cultural Challenges of ESP

### readers Conclusion

## **Introduction**

The present chapter provides some theoretical background about the concept culture and its definition in addition to its types. First, it relates the relationship between cultures and language teaching. Second, it highlights the importance of teaching culture to develop a foreign language. Then it, examine the importance of integrating culture in ESP language teaching. In addition to the importance of the Intercultural Approach. Third, it determines features of integrating culture. Fourth, mentions the effects of culture in reading ESP texts along with its positive side, and the different difficulties challenge students of English for specific purposes.

### **1. Definition of culture**

Culture is part of society and human learning styles; applying culture in educational environments as an approach requires understanding about the definition of culture; it was first used by Taylor in his book "Primary Culture" (1871) or defined the word "culture" as "that whole which includes knowledge, belief, art, morals, law, custom, and any other capacities and habits acquired by man as a member of a society" in his book. It is clear that Tylor primarily connects the idea of culture to the social norms that people acquire inside their social groups (small culture).

On the other hand, Brown (2007) described it as the glue that binds people together: a lifestyle is a context in which people live, think, feel, and relate to each other. 188), a bond gathers a cial group and defines their lifestyle and their interactions. It is said that the roots of culture are the role over which people learn to behave (Harris, Moran & Moran 2004), which are the attitudes at individuals acquired from early ages and explain their response to the inner world.

Roeber and Kluckhohn (1952) have defined culture as being the product of both hidden and virous behavior. That is transmitted through learning into generations, which is making them different from other social groups, meaning that this term is an existence of behavior shaped through practice as a result of past actions for individuals or a social group. According to PurPurba011), as cited by Mohamed, A & Farahani, integrating elements of the target culture into English teaching is deemed necessary.

However, culture is existing knowledge that can be referred to with symbols. Hofstede (1991, as cited

in Delong, 1996, p. 29) stated that it is recognized by a set of symbols, those to include words, gestures, pictures, and objects, which hold a specific meaning to a particular group. As an explanation to this culture, it is about understanding and referring to symbols to recognize what people mean by using cultural items and gaining knowledge about their interactions. For example, when reading the word SALAM ALIKOM in a context, the student directly refers to this word to the Islamic culture. Additionally, culture has been the interest of anthropology over other social sciences that have specifically tried to provide a simple definition of culture. As Nieto (2009) stated that culture seems different for others of different identities and settings, in the same thought it's clearly that culture is a broad perspective that's hard to define since the diversity of the sciences that has related culture to every aspect of human life and not only as a practice for certain people but also in worldwide locations and belongings.

## **2. Types of culture:**

Types of culture are two main components, which were classified by Moran (2001) into a set of products referring to culture with a big "C" and a set of practices referring to culture with a small "c" According to him, culture involves how the life of certain groups of people is within a set of shared products and practices in social context.

### **2.1. Big "C" Culture**

It is formal culture that indicates the knowledge and mainly the achievement of society or individuals in art, music, literature, geography, and history. Laohawiriyanon (2013) declares that the process of teaching culture with a big "C" is about delivering facts and statistics relevant to geography, history, and literature of any target society, as furthermore, this means that culture is about what people have produced in different fields. For example, studying about famous people's biographies is part of culture with big C. Hence, the definition of this element is concluded in some similar parts of Peterson's (2011) theory that culture refers to the visible side of the iceberg.

### **2.2. small c "culture**

Refers to the daily life behavior of people and their attitudes. Hollins (2008) opposed that this type of culture is concerned with people's opinions, preferences, and the hidden cultural elements. Culture with

small c is mostly far away from broad topics of culture but concerned with the detailed themes of culture that to highlight on individual perspectives of life and his beliefs.

### **3. Culture and language teaching**

There are various relationships between the language and culture; it is highly important to state their connection. Various academics have addressed the connection that exists between language and culture. It is obvious that language and culture are closely related; it is difficult to separate the two due to their close relationship between them. According to Brown (2000), “A language is a part of a culture, and culture is part of the language. The two are so interwoven that it is impossible for one to separate the two without diminishing the significance of language or culture” (p. 189). In a similar vein, According to Hall (2008), there is no idea that is more closely related than language and culture (p. 45). “In foreign language teaching, the culture of the language may be taught as an integral part of the curriculum,” according to Richards and Schmidt (2002) (p. 139). When learning a language, the culture of the target language must be taken into account. As it is a crucial component of teaching and learning languages within the curriculum. It might be challenging to distinguish between language and culture.

Teaching culture within the language has an important effect on students that they are able to communicate using the language and previous experience for understanding different contexts and managing consciousness about the existence of diversity and the difference between cultures, which ensures individual appreciation for the others and cultivates them in an educational framework. Furthermore, teaching culture cannot exist without teaching the language as well. Politzer asserts (1960) that being a language instructor requires being interested in the cultures of the other nations. However, teaching the language at the expense of the other cultures results in teaching meaningless symbols or symbols to which the student assigns the incorrect meanings, basically making teaching irrelevant to the real-life world and separating students from content that is important and effective for their knowledge and understanding in addition to their acquisition of a foreign language effectively serving their purposes of learning the language and their needs.

As the beginning of world globalization and mobility, there was a transformation in teaching and

learning languages. Ennis, M. J., & Riley, C. E. (2017) declared that the transformation ended with teaching students only their native language along with their culture to begin learning and teaching foreign languages with their cultures in different educational practices that are already arranged in a context that should fit the national culture mold. The need to teach target culture that connects individuals of different backgrounds, which improves their intercultural competence, and servers the language aims internationally.

#### **4. Importance of teaching culture to develop a foreign language:**

It is crucial that language and culture are unseparated, so teaching a foreign language cannot be done without including its culture; incorporating those two elements together is for the development of the learner's educational experience and knowledge and the effectiveness of teaching programs in internationally.

Mainly, teaching culture will help a learner of a foreign language to develop his ability to communicate effectively (Byram, Gribkova, & Starkey, 1997, p. 5). They affirmed that teaching a language with an intercultural combination continues to help learners to acquire not only linguistic competence. In addition, the competence needed to communicate deeply means that an educational environment in which culture is incorporated in a student will simply master a communication competency along with his acquisition of a foreign language as being an essential part of students' goals for learning.

Future integration of culture enhances students' knowledge about human languages; within that, students will get an understanding of historical, social, and different cultural contexts in which languages are used. In order to increase the understanding about diversity of cultures and more than just knowledge about linguistic items, students are linked to real-world and human experiences under certain strategies in the classroom, which include group workshops and discussions.

Additionally, it helps to raise attitudes of respect and tolerance and empathy (Zhu Shoutong, 2017 p. 65), who stated that people should hold all respect and tolerance not only for their own cultures but for the international cultures. Merely educational environments of teaching culture in along with a foreign language is holding diversity of cultural backgrounds, teachers and education administrations, and

society members are responsible for raising the awareness of respect for the difference and fostering tolerance education in school from the early ages in order to implant positive manners in others. Thus, an individual's respect for the other essentially comes from the respect of their identity.

## **5. The importance of integrating culture in ESP language teaching**

ESP is a term referring to English for specific purposes. It was first raised in the 1960s as a result of the development of language theory, which focuses more on learners' specific needs (Hutchinson & Waters, 1987:8). Teaching culture in ESP courses is important and a need since culture is attached to many fields, including business, medicine, and policy. Therefore, learners need cultural knowledge in order to serve their specific field of study along with certain needs.

Additionally, as learning the English language and its culture go hand in hand and affect one another, mastering both would improve one's grasp of the target language. The significance of incorporating cultural elements into language instruction has been emphasized by several educators and instructors. Seelye (1993), Valdes (1986), and Kramersch (1998) are the three most well-known. The British Council Modern Studies programmed was the first to emphasize the importance of educating culture in 1918, stressing that language education requires a need of cultural knowledge of a country, and it is people who considered that an essential part of the process.

Nowadays, English becomes a language of the global world and communication among different societies; teaching English language stands along with teaching its culture; one cannot separate the language from its culture. Therefore, many educators highlight the importance of integrating culture in ESP classrooms mainly because of serving students' needs and goals from learning a new language alongside their existing culture. Moreover, a learner of a first language gets exposed to different knowledge about a foreign language not only in linguistic terms but in context form that can be hard to understand. Broughton, G. (1980) states that a learner's goal of learning a foreign language is for an optional need, among them to read books in the target language. Thus, to not only help him to acquire a reading proficiency but also his reading comprehension.

Additionally, English language teaching aims to foster the communication ability of learners, being able to

express and even share their opinion and existing knowledge and cultural beliefs with others, connecting individuals of diverse societies with an openness perspective in the existence of respect and tolerance that manages for positive attitudes towards cultures and societies, achieving healthy environments for students, and successfully serving their goals.

In other words, ESP language teaching equips students with awareness and gains cognitive development and growth in real-life situations to solve problems and be able to criticize in a positive manner, highlighting differences and similarities between their own culture and the target language culture, allowing cross-cultural and intercultural academic education. Stern (1992,p2052) declared that by extending their linguistic exposure and including social and human components, teaching a foreign language also provides students with the chance to become more familiar with another culture.

Furthermore, understanding the target nation's norms, practices, and linguistic framework is essential for both teaching and learning other languages. Valdes maintained that since culture is an integral part of language learning, it cannot be ignored or avoided because it became the same (Harrison, 1990). Furthermore, Byram (1989) claims that cultural awareness is crucial to language instruction since it advances language proficiency. He maintains that aspects should be included in language curricula, whether they are explicit or implicit of its culture, as the ideals and worldviews of its people are reflected in their language. Jespersen (1940) denoted that learning about the culture of a foreign country is the highest purpose of language teaching and the significance of incorporating cultural education into language learning.

A foreign language's ability to be learned and its speakers' ability to understand its norms, traditions, and meaning system are considered by many academics to be critically important.

Consequently, one cannot study a language and disregard the goals and ideals of those who speak; it is teaching culture that cannot be avoided or ignored, according to Valdes, as it is an indivisible teaching language (Harrison, 1990). Byram (1989) states that... because it fosters language acquisition, cultural awareness is crucial for skill. According to him, all language curricula ought to cover, explicitly, either implicitly or directly, cultural aspects. Understanding culture fosters intercultural and cultural awareness,

which in turn teaches pupils to be accepting, tolerant, and tolerant of differences in culture.

On the other hand, by highlighting preexisting commonalities, culture fosters cultural identity. As well as variations between the target and source cultures; as a result, students will respect and honor their culture. They will gain by eschewing preconceptions, adopting human diversity, and openness to change.

## **6. Features integrating culture**

Educators and scholars have arranged the process of introducing intercultural approaches in classrooms. Ladson-Billings (2021) declare that cultural pedagogy offers another perspective on what can work in the classroom. By applying different techniques and tools in an appropriate way to fit learners needs and serve the educational goals, Seelye denoted some principal techniques for teaching culture.

### **6.1. cultural capsule**

It is a technique used in culture classrooms. Pardede (2013) defined culture capsules as a situation where a learner is given a minimized project about a certain culture phenomenon that should be submitted in the form of an oral description illustrated with real or visual aids, meaning that this technique is about encouraging a learner to engage in a given debate or discussion about an aspect related to culture with the aid of visual materials, for example videos, pictures, or written questions. Mainly, using this technique is important for learners since it gives them the opportunity to apply what has already been read in ESP texts and comprehended, as well as being able to correctly use them and express different cultural aspects related to his study field, which serves his needs of English language learning. Purba (2011) supported this, declaring that this project can be used in the beginning of courses as a warm-up activity for specifically courses designed for cultural needs.

### **6.2. Assimilators of culture**

In this technique, students are given a programmed activity that involves a culture subject where they must solve a problem; this activity belongs fully to the target culture. Mainly, this task includes identification of a misunderstanding and selecting the correct answer, which is the main source, is the teacher proposition in the previous explanation before delivering the task, as a result for those helping students to comprehend the different cultural values. Thereafter, to be able to compare between target

culture and native culture, developing student memory and his awareness of cultural aspects and relating the meaning to ESP texts and terms that a reader is familiar with along with culture courses.

### **6.3. culture clusters**

It is a term developed by Meade & Mortain (1973), which refers to a group of three or more culture capsules that represent certain topics of target culture, such as food, costume, and family life. Along with the same practice, a performance of 30 minutes, which conducts basic themes of capsules, then a teacher acts as a narrator and guides his students within feedback.

Therefore, this activity serves much a student of ESP. Culture clusters are designed for students with specific purposes, for example, learning about business communication. Culture clusters will hold themes like business costumes, but within different cultures: Japanese business costumes, American costumes, French costumes.

Future more, reading comprehension can be difficult for students to overcome because of a lack of context in real-life world experience and limitations of materials in which culture clusters were designed to overcome this difficulty by incorporating the learner into more context related to his real-life experience and drawing a product of their own creativity with the aid of substance materials. In addition to students different learning styles, which go beyond just traditional text learning, by using this activity it provides more materials that fit learners needs and preferences.

### **6.4. Authentic materials**

Are materials applied in classrooms to teach a language? Peacock (1997) defined it as a type of material produced to serve some social goals in a language community; basically, those materials are designed to achieve goals and sets of preparation for learners and are of great value for readers. Berardo, S. A. (2006) stated that authentic materials are a need for students to be able to read under specific purposes of language learning in which they interact with real language and content relevant more than just the form, meaning that they are a tool that primary serves reading comprehension and readers of ESP content to facilitate their experience related to language within a cultural context designed by educators and guided to equip learners with specific needs. In the same thought, Berardo affirms that authentic materials are

used mainly in ESP classes by teachers since they expose students to the same subject area in which a certain vocabulary is offered each time; as a result, readers are more likely to master a language of that area. Briefly, it's beneficial as a type of material designed to fit learners needs. For example, authentic materials in English for medicine to study a case of patient care will use texts and journals in medical conditions and use treatment plans to make.

Scholars in the field among Moore (2003) assert that authentic materials are the most effective means of introducing cultural concepts to students because they put them in a real-world setting. This is because the use of proverbs, music, and audio-visual aids creates a sense of direct interaction between the students and the target culture. Multimedia elements would be an equally beneficial addition to such materials, according to Kramsch (1993), in order to further include the students in the study of culture. Additionally, Corbett (2003) contends that comparing student-made periodicals to those from the target culture fosters cultural awareness in the learners.

### **6.5. Role-playing**

Playing roles is one of the most popular teaching methods; the reason for its name is that students take on the roles of various participants in the classroom, giving the instructor the chance to help them reflect on the cultural scenario they would be performing. It gives learners the ability to know how to act in comparable circumstances. Subsequently, to coordinate the intercultural approach in educating environment teachers are responsible for applying numerous methodologies in academic outline work to guarantee the effectiveness of this approach, including:

#### **a. creating an inclusive learning environment**

Cultivate an environment where understudies feel comfortable sharing their social foundations and points of view without fear of segregation or judgement, mainly to respect the diversity of cultures. Moreover, Ladson-Billings explains that teachers “must learn the strategies and hold the beliefs necessary to not only understand students’ cultures but also integrate and anticipate connections to other cultures throughout the teaching and learning process (Ladson-Billings, 1994, p. 479).

Additionally, emphasizing the differing qualities, by organizing occasions or exercises that celebrate

socially differing qualities, such as worldwide days or multicultural celebrations. Moreover, design activities in ESP classrooms that develop the language four skills, among them reading, in which to encourage students to read more and comprehend about their purposes, developing a cultivated background and vocabulary related to their field of study, in addition to raising their cultural awareness about diversity of both similarities and differences exists in fields of study and education, and mainly drawing real-life experience with and being motivated to read more and be able to comprehend meaning.

**b. Integrating a culture relevant**

Applying culture to teaching language is the incorporation of culturally appropriate materials and examples into classes. Through the integration of resources that mirror the cultural origins, life experiences, and viewpoints of learners, instructors can enhance the relevance, engagement, and meaningfulness of learning and increase students' feedback and achievements in the field of specific study, along with a special purpose to learn a language effectively in based content regardless of social diversity.

**c. Facilitating collaborative learning activities**

Promoting activities that foster cross-cultural understanding and cooperation among students is essential in an intercultural approach. By working together on tasks such as group projects, discussions, and problem-solving activities Moreover, teachers can incorporate cultural themes and topics into collaborative activities, providing opportunities for students to explore different cultural practices, traditions, and values.

**7. The effects of culture on reading ESP texts**

Culture is an important component of education that serves special purposes and can affect mainly students' language skills, among them reading, which is required in developing ESP courses, and a framework of field study that relates individuals to their cultural background. Those effects are explained in the following

- 1) Culture provides the knowledge necessary for learners to read context and be able to understand it and analyses a thinking towards terms and perspectives, referring to this as having cultural

competence. Fantini, A.E., Arias-Galicia, F., & Guay, D. (2001) define it as the ability to use both language and culture by individuals in a society and a product of acceptance and intelligibility.

- 2) effects readers language interpretation, in which students get familiar with some culture terms and aspects and a specific vocabulary that their field of study included. Learners directly, for example, a student of English for a specific purpose reads a text in which he tries to comprehend it, then he directly interprets the language used to his culture knowledge and experience within this culture, which is affecting a learner cognitive sense and being a source of recognition.
- 3) Culture helps in developing effective communication skills for a reader, which he uses to express his knowledge about ESP themes during classroom activities that may be in the form of written texts or oral, for example, a presentation or group discussion. Mainly, culture provides norms and values that are necessary to develop communicative competence. Damen (1987) defines those values as what people see as good, proper, and positive within the same time as the, meaning that they are the guide for people's opinions and perspectives about a certain knowledge in cultural diversity.

### **7.1. Positive sides of integrating culture in reading ESP texts**

Language can't be separated from culture teaching since both are related and serve each other to foster education. Integrating culture probably can have a positive side that affects mainly students, among them those who study English language for specific purposes to develop language skills, and reading is one important of those.

Consequently, integrating culture into language instruction not only aids students of ESP in communicating and writing effectively and appropriately but also in comprehending the people with whom one is speaking and to engaging in a manner suitable to the culture. In addition, the cultural perspective develops the student's proficiency in language learning and cross-cultural communication.

Culture-language teaching plays a crucial role in enhancing learners' different abilities to communicate effectively across cultures. By applying culture knowledge with its component, learners are able to refer to their culture competency.

Moreover, it fosters readers understanding of interlocutors and their ability to interact culturally with

others. Moreover, Kramsch (1993) declares that culture competency refers to students' ability to understand culture as a whole, their own culture, and others, examining relationships between these various cultures, as a result of equipping students with enough skills to deal with solving problems and dealing with situations that hold a cultural perspective and being fully aware of others intended meaning when reading texts of subject matter of specific themes.

Additionally, integrating culture in ESP classrooms positively affects students' consideration of the different identities they possess and understanding of the diversity that exists, as their social identity may differ from that of others who share the same language that a learner aims to be educated in culturally. Learners should hold the curiosity to explore an individual's identity. Hall (2013) defines the identity as a socially constructed, reflexive, and dynamic resulted by individuals experience in their social, historical, and political settings.

Furthermore, learners possess awareness about certain skills, attitudes, and values that facilitate a better understanding of interactions between speakers. The first factor is attitude, which refers to the curiosity and acceptance of others. Sandeep Kumar. (2019. P. 61) denoted that the attitude is an affect towards an object; it can refer to an emotional response or behavioral one, thus the expression of one's own distinct values, also being able to assess the extent to which their interlocutor accepts these values.

The second factor is knowledge, which emphasizes the importance of understanding how different social groups behave in various situations. This knowledge equips learners to respond appropriately when encountering similar situations, and it encompasses an understanding of social patterns and their functioning.

## **7.2. Cultural Challenges of ESP Readers**

Students of ESP encounter many difficulties in learning about the subjects' theme of a certain field of study, especially when reading texts in which culture is a source to overcome those difficulties. Moreover, lack of culture knowledge for ESP readers is one of the common challenges that causes them a failure to understand some aspects related to a given culture or even misunderstand a content that they exposed to when reading texts and not being able to comprehend the intended meaning. Brayam (1989)

declares that cultural knowledge is a structured presentation of concepts and facts about a foreign culture and that the nature of this structure is different according to pedagogical principles.

However, students also face an obstacle when it comes to the usage of irrelevant materials in educational environments that do not really serve any related description of their field of study. Clearly, those materials are of insufficient cultural resources. Broocks (1968) reported that the usage of typical and important materials as authentic is crucial; otherwise, using the improper materials will create a false impression, meaning that any choice of materials and tools by a teacher can make the process of learning language along with a perception of culture.

On the other hand, students of English for specific purposes are those of interest in a certain field of study using the language, having an interest when learning is required for a successful learning and acquisition. Ellis (1994) stated that motivation is a crucial factor in the successful acquisition of any foreign language since motivation is a wheel that drives a learner's interest, meaning that the lack of this component is a failure to the language learning process in which a student is unrelated to his field of study as a result having no interest in reading texts of his subject matter.

## **Conclusion**

As a conclusion to this chapter, which has defined culture as being essential within its two types as part of society and language, in addition to integrating it to develop foreign language for its crucial importance alongside teaching culture knowledge in ESP classrooms, conducting also features of integration culture in the education era with different techniques among them are culture capsules and culture clusters, assimilators of culture, authentic materials, and role playing. Culture also effects readers of ESP and their comprehension, which implies positive sides to develop learners' needs attached, also within the number of difficulties that readers of ESP encounter when reading texts with the lack of culture knowledge that relates learners to the content. Therefore, culture helps overcome those challenges to succeed in learners' achievement in different purposes.

### **Section III: culture and reading comprehension**

Culture teaching is a significant component of education programmed designed for ESP student sap applying it serves teaching the language; four skills among them are reading. Generally, reading must involve comprehending and grasping the meaning from different writing texts that any student of English for specific purposes needs; different activities presented to them include texts related to their subject of field study related basically to knowledge of culture, which might be difficult for them to comprehend and build a various connection of meaning. Readers will understand different perceptions of target culture and prepare them for interactions, enriching their educational experience. Byram )1881(Additionally, culture teaching emphasizes providing readers with an amount of vocabulary needed. Diko, Laza, & European Centre for Modern Languages (2003) state that using the culture facilities, the process of education among them is teaching vocabulary and the correct use of different words and phrases.

Furthermore, reading comprehension requires having critical thinking, which mainly culture teaching focuses on among the cultural awareness and cognitive skills that any student of foreign languages possesses through the different activities applied in ESP classrooms, introducing knowledge about the target culture, and being able to equip differences and similarities that exist between various cultures. es. In other words, individuals probably having prior knowledge or a cultivated background about different cultures will uphold an effective ability to understand and comprehend when reading.

More than those who were not opposed to any different or foreign cultural aspects, also developing their familiarity to easily acquire a language with its culture than applying it to serve their needs of language learning.

## **CHAPTER TWO: THE FIELD WORK**

### **1. Introduction**

2. Research methodology

3. The research designs

3.1. The sample population

3.2. Research instruments

4. Data analysis

4.1. Description and procedure of the research instruments

4.1.1. Students' questionnaire

4.1.1.1. Description and objectives of the students' questionnaire

4.1.1.2. Data analysis of the students' questionnaire

4.1.2. Teacher's questionnaire

4.1.2.1. Description and objectives of the teachers' questionnaire

4.1.2.2. Data analysis of the teachers' questionnaire

5. Discussion of the results

6. Recommendations

7. Limitation of the study

8. Implications

Conclusion

**GENERAL CONCLUSIONS**

## **1. Introduction**

The second chapter focuses on the analysis of the data collected from these research instruments; it is concerned with the practical field of the work. It encompasses two sections. The first one explains the research methodology, research instruments, and the data analysis. The second section in this chapter deals with the data analysis of the results that are collected from the research instruments (students' questionnaire and teachers' questionnaire); the results are discussed in this section to illustrate the influence of the research variables. It means that they show the impact of culture on ESP students reading comprehension.

## **2. Research methodology**

Since the aim of this study is to explore the impact of culture on ESP students reading comprehension, this research uses a descriptive method to provide the various understandings of how culture can affect students reading comprehension along with their specific purpose of learning English language. Moreover, the main reason for using a descriptive method and applying it in this research is to provide the researcher with illustrative and sufficient results about the positive effectiveness of cultural knowledge on students' comprehension when reading texts of their field study.

## **3. The research designs**

The main objective of this research is to explain the impact of culture on ESP students' reading comprehension. Specifically, this study seeks to investigate how students' and teachers' perceptions and attitudes towards culture affect reading comprehension in an ESP context. To achieve this goal, the researchers followed a specific research design to identify the sample population participating in the study and used various research tools to collect the necessary data. They also employed data analysis methods to highlight the main findings.

### **3.1. The Sample Population**

In this study, the sample includes 49 third-year students at M'sila University. The whole population of third-year students incorporates 127 students at the social sciences department. 49 students (N = 49) are

selected non-randomly (purposefully) in order to be examined in this research. The reason for choosing this exact sample is simply that third-year students understand various study methods, enabling them to engage more deeply with research studies. Moreover, the social sciences department focuses on understanding social behavior and the influence of culture on reading, which aligns with their specialization and their ability to comprehend the social context of reading. Regarding the teachers included in this study, the researchers have chosen five teachers (N = 5) who teach English at M'sila University in the social sciences department.

### **3.2. Research Instruments**

To complete this research, two research instruments are used to guarantee the hypotheses. The researchers tend to use two research instruments for collecting data. First, the study relies on the students' questionnaires; they receive a questionnaire to be answered in order to know if culture affects their reading comprehension. This instrument is used with third-year students who study at the social sciences department at M'sila University. The second research instrument incorporates a teachers' questionnaire, and it is used with social sciences teachers (5 teachers).

## **4. Data analysis**

The data needed in this research was collected from two research instruments in the form of questionnaires submitted for both students and teachers. After answering the questionnaire, the data were analyzed using a descriptive analysis method. Mainly, the research instrument was conducted for ESP students of social sciences faculty to explore the impact of culture on students reading comprehension. Data obtained from students' questionnaires and teachers was presented in tables that consist of the frequency and percentage analyzed statistically.

### **4.1. Description and Procedure of the Research Instruments**

The research instrument used in this study has certain elements, objectives, and procedures. Thus, this section is concerned with the description of the research instrument, which includes students' questionnaires and teachers' questionnaires.

### **4.1.1. Students' Questionnaire**

A questionnaire is a research tool that aims to collect information from participants through a series of questions. This includes using open and closed questions to obtain data. The questionnaire in this study was addressed to 49 ESP students from the social sciences department of M'sila University. In order to check the research questions and hypotheses. There were just two open-ended questions in the students' profile; as for the rest, they are all closed-ended questions.

#### **4.1.1.1. Description and Objectives of the Students' Questionnaire**

The students' questionnaire is designed with the aim of exploring the impact of cultural knowledge on ESP students reading comprehension. It also presents questions related to reading habits outside of the teaching assignments and education framework. Mainly, the research instrument consists of 15 questions divided into three main sections.

The first section indicates the student profile, which includes 3 questions related to their gender, their duration of English language studying, and their specialty at university. The second section related to reading comprehension in ESP, which contains eight questions, aims to investigate the frequency of students reading and their purpose of reading, whether it's for academic purposes or for pleasure, in addition to their levels of understanding when reading and also their perception of teachers' feedback on their reading comprehension. Mainly discussing different problems having when reading in their field of study and highlighting their reading habits outside classrooms.

The third section presented numerous questions and consists of five main questions related to culture and reading comprehension as two reflective components. Hence, those questions intend to investigate the different challenges of ESP students related to reading comprehension, as well as the effectiveness of culture and its factors on comprehending different texts that they read in. Their field of study or their previous cultural knowledge.

#### **Section One: Students' Profile**

According to the results gathered in the first section, which is the students' profile, it is found that the majority of students are female (38 females) and the rest are male (11 males). The majority of the students

(40 students) have been studying English for the right years, which means 10 years divided into 4 years in middle school, 3 in secondary school, and 3 in university. As for the rest of the students, 11 students have been studying English for more than 10 years. All the students are studying in the social sciences department at M'sila University.

## Section two: reading comprehension in ESP

### 1. How often do you read English books in ESP?

Options	Frequency	Percent
Never	8	% 16.3
Rarely	14	% 28.6
Sometimes	25	% 51
Always	2	% 4.1
Total	49	% 100

**Table 1: frequency of reading English books in ESP**

According to the first question, which is related to the frequency of reading English books in ESP. The majority of students sometimes read books (51%), while others (28.6%) indicate that they rarely read books, indicating that reading is not of their interests. On the other hand, 16.3% declared that they do not read English books at all. In addition, few of them (4.1%) stated that they always tend to read English books.

### 2. What do you read in English in ESP?

Options	Frequency	Percent
Books related to your field of study	15	% 30.6
Articles related to your field of study	16	% 32.7
Novels	6	% 12.2
Short stories	12	% 24.5
Total	49	% 100

**Table 2: Content Read in English within ESP**

Regarding the second question, which is about what the type of reading content in English is for students of ESP. The majority of students (32.7%) read articles related to their field of study, meaning that articles are preferred most for them since they are short and easy to access. While 30.6% stated that they

read books related to their field of study, others (24.5%) tend to read only short stories, which might refer to the interest of reading for pleasure; on the other hand, 12.2% read novels.

### 3. You read in English

Options	Frequency	Percent
For academic and specific purposes	38	% 77.6
For pleasure	11	% 22.4
Total	49	% 100

**Table 3: Purposes for English Reading**

The third question refers to the purpose behind reading English content; the majority (77.6%) of ESP students stated that they read most for academic and specific purposes, in which this type of reading feeds their needs of learning a language, while 22.4%) declared that they read for pleasure.

### 4. When you read a text in English, do you understand:

Options	Frequency	Percent
All of its ideas	8	% 16.3
Most of its ideas	29	% 59.2
Few ideas	10	% 20.4
None of its ideas	2	% 4.1
Total	49	% 100

**Table 4: Levels of reading Comprehension**

The data collected from question four, which studies the level of comprehension for students, shows that 59.2% of students understand most of the ideas in English texts. While others (20.4%) in fact understand few ideas of any English texts, meaning that they lack reading comprehension conditions. Others (16.3%) indicate that they understand all ideas; the rest of students (4.1%) agreed that they don't understand any ideas of any texts when they read, meaning that students face a real problem to acquire a new language and being able to understand any written texts.

**5. How helpful do you find teacher feedback in improving your reading comprehension skills?**

Options	Frequency	Percent
Not helpful	5	% 10.2
Somewhat helpful	19	% 38.8
Helpful	22	% 44.9
Very helpful	3	% 6.1
Total	49	% 100

**Table 5: Effectiveness of teacher feedback on reading comprehension skills**

When students were asked about the positive effectiveness of teachers' feedback on their reading comprehension skills, the majority of them (44.9%) founded that teachers' feedback is helpful to them, which means that students received positive feedback that helps them to improve their reading skills. On the other hand, 38.8% agreed that somewhat teacher feedback is helpful, in addition to 10.2% saying that founded teacher feedback is not helpful at all, which might refer to insufficient feedback received in their learning experience to guide them successfully.

**6. Do you make extra reading outside your teachers' assignment?**

//	Frequency	Percent
Always	4	% 8.2
Never	6	% 12.2
Sometimes	31	% 63.3
Frequently	8	% 16.3
Total	49	% 100

**Table 6: Students extra reading habits beyond assigned coursework**

The result presented in the previous table indicates that the majority of students (63.3%) sometimes read outside assignments given by their teachers, meaning that some students have an interest in reading by themselves for pleasure, while others (16.3%) tend frequently to read content beyond educational practices. Also (12.2%) declared that they never read outside teaches assignments.

**7. What problems you usually find when reading in ESP context**

Options	Frequency	Percent
strategies problems	17	% 34.7
content problems	15	% 30.6
language problems	17	% 34.7
Total	49	% 100

**Table 7: Students Challenges in ESP Contextual Reading**

The students answer for this question, which is related to their problems when reading in ESP. Context: the majority of students (34.7%) have both strategic and language problems, while 30.6% of students have problems related to content, which might refer to a lack of cultural knowledge to equip them with the ability of reading comprehension.

### Section three: culture and reading comprehension

#### 1. Do you have difficulties in understanding the text in your field?

Option	Frequency	Percent
Yes	23	% 46.9
No	26	% 53.1
Total	49	% 100

**Table 08: Challenges in comprehending field-specific texts**

In the first question of the third section, which related to the challenges that may face students to understand the text in their field, 26 students (53.1%) said no. The rest of the students (23 students) said yes. Which means that the majority of them do not face problems when reading books related to their field of study.

#### 2. If the answer is yes, do you think that your problems are due to?

Option	Frequency	Percent
Vocabulary	12	% 52.2
Grammatical structure	2	% 8.7
Cultural context	9	% 39.1
Total	23	% 100

**. Table 09: Identifying Causes for Comprehension Challenges**

In response to the follow-up question about the reasons for difficulties in understanding texts

within their field, the analysis shows that among the students who say "yes," the majority attribute their struggles to vocabulary, with 12 students (52.2%) selecting this option. A smaller proportion, 2 students (8.7%), choose grammatical structure, while nine students (39.1%) select cultural context. This means that the majority of students perceive vocabulary as the primary obstacle, followed by cultural context, with grammatical structure being less frequently cited.

**3. Do you agree that understanding cultural aspects helps you?**

Options	Frequency	Percent
completely understand the text	8	% 16.3
does not help you	4	% 8.2
it somehow helps you	37	% 75.5
Total	49	% 100

**Table 10: The Significance of Cultural Understanding in Comprehension**

In response to the question regarding the extent to which understanding cultural aspects aids comprehension, the analysis indicates that eight students (16.3%) believe that comprehending cultural aspects completely assists in understanding the text. Hence, 4 students (8.2%) hold the opinion that understanding cultural aspects does not aid comprehension. The majority, comprising 37 students (75.5%), express the view that understanding cultural aspects somehow helps in comprehending the text.

**4. Do you believe that culture has an impact on your reading comprehension in ESP subjects?**

Options	Frequency	Percent
Yes	43	% 87.8
No	6	% 12.2
Total	49	% 100

**Table 11: Cultural Influence on Reading Comprehension in ESP: Student Perspectives**

When the researchers asked students about the influence of culture on their comprehension of ESP subjects, the majority of students, 43 (87.8%), agreed that there is an impact on their understanding. This strong agreement indicates that students acknowledge the role culture plays in helping them grasp specialized English texts in their field. On the other hand, few students (6 students/12.2%) disagreed with

this idea.

**5. Have you observed that cultural factors influence your reading comprehension in ESP contexts?**

Options	Frequency	Percent
Yes	43	% 87.8
No	6	% 12.2
Total	49	% 100

**Table 12: Observing the Impact of Cultural Factors on Reading Comprehension in ESP Contexts**

When students were asked about the impact of cultural factors on their reading comprehension in ESP contexts, most students (87.8%) agreed that cultural factors affect their understanding. This shows they recognize culture's significant role in helping them understand English texts in their field. However, a smaller group (12.2%) disagrees with this idea.

**6. How do you perceive culture affecting your EFL reading comprehension in ESP context?**

Options	Frequency	Percent
Positively	38	% 77.6
Negatively	4	% 8.2
No impact	7	% 14.3
Total	49	% 100

**Table 13: Perceptions of Cultural Influence on EFL Reading Comprehension in ESP**

The students' answers for this question, which is related to perception of how culture affects their EFL reading comprehension in ESP contexts, indicate the majority of students (77.6%) believe that culture positively influences their EFL reading comprehension in ESP contexts. Hence, a small minority (8.2%) perceive culture as having a negative impact on their comprehension, while the rest of them (14.3%) do not see culture as significantly influencing their reading comprehension in ESP contexts.

**1.1.1. Teachers' questionnaire**

The questionnaire was given to five specialized teachers in teaching the English language at the University of M'sila, those teachers basically working for the department of social and human sciences.

The aim of this research instrument is to obtain data about teachers' perceptions of culture teaching in ESP classrooms and to collect findings about their experience in teaching as well as to explore the challenges in the era that faced when integrating culture in reading materials that serve students reading comprehension.

#### **1.1.1.1. Description and Objectives of the Teachers Questionnaire**

The questionnaire that was submitted to teachers includes 10 questions aimed at obtaining data about teachers' perceptions of culture teaching in the ESP field of teaching in addition to collecting data about their incorporating of culture to enhance students reading comprehension. Hence, the questionnaire was divided into three main sections.

The first section is concerned with teachers' profiles, which includes three questions about teachers' gender, the degree of study, and their duration of teaching experience at university. The second section is about reading comprehension in ESP and consists of six questions that aim to explore teachers' assessment of their student's interest in English courses. In addition to focusing on reading skills among other language skills needed in the field of study, it also discusses the importance of reading in English for ESP students along with attendance for its courses. Mainly presented the frequency of teachers reading sources in the field of human and social sciences and stated the challenges founded by teachers within their ESP students, which are both related to language and content problems.

The third section main concern is related to reading comprehension and culture pointed at four open-ended questions, whose main objective is to investigate the type of problems within the integration of cultural elements in reading materials, in addition to explaining the believe of culture understanding to enhance students reading comprehension skills, along with various recommendations that are suggested to successfully incorporate culture into ESP educational environments and a framework that serves their specific purposes of learning the English language.

#### **1.1.1.2. Data Analysis of the Teachers' Questionnaire**

After the professor answered the questionnaire designed for them, the results were collected and

displayed in tables. Teacher response analysis includes three main sections: teachers' profile, reading comprehension in ESP and culture, and reading comprehension.

**Section one: Teacher's profile.**

The study is started with five teachers. Three of them are females and two of them are males. And all of them are master's degrees. All teachers state that they have been teaching English for less than 5 years. And all of them are teaching in the social sciences department.

**Section two: reading comprehension in ESP**

**1. Do you think that your ESP students are interested in English course?**

options	frequency	percent
Yes	3	60%
No	2	40%

**Table 14: Interest in English Courses among ESP Students**

In the first question, which is related to the interest of ESP students in English language courses, the majority of teachers (60%) agreed that their students do attend English courses and have actual interest in it since it accesses them in the field of study and being the world-wide language; others (40%) indicate that students don't have the interest of English courses.

**2. Do you focus in your teaching on the reading skill?**

Options	Frequency	percent
Yes	5	100%
No	0	0%

**Table 15: Teaching Focus: Reading Skills**

Concerning the second question that is mainly related to teachers, focus on the most important skill, which is reading. All teachers (100%) have the total agreement that reading skills needed to be emphasized most among other language skills, meaning that reading is a various source of gaining knowledge and culture.

**3. Do you think that reading in English is important for ESP students?**

Options	Frequency	percent
Yes	5	100%
No	0	0%

**Table 16: Importance of English Reading for ESP Students**

The statistics results presented in the previous table indicate the agreement of all teachers (100%) on the importance of reading in English for ESP students.

**4. Do your students attend most of English course?**

Options	Frequency	percent
All of them attend	0	0%
Most of them attend	1	20%
Some of them attend	2	40%
Few students attend	2	40%

**Table 17: English Course Attendance among ESP Students**

When teachers were asked about students' attendance for the English courses, the majority of them (40%) stated that some of their students attend the English courses, while 20%) declared that most students do actually attend the course. On the other hand, none of them stated that all students attend English courses, which might refer to a lack of interest in the course or the charge programmed that is allot of stress and doesn't encourage them to be present for their courses.

**0. How often do you read English resources related to specialty in class?**

Options	Frequency	percent
Always	5	100%
Sometimes	0	0%
Rarely	0	0%
Never	0	0%

**Table 18: Frequency of teachers Specialty Resource Reading in Class**

For the fifth question, which is related to teachers' frequency of reading resources with a specific content of field of study, the majority (100%) stated that they always tend to read and engage with resources that mainly go under the study framework and content, while none of them denied not

reading at all, meaning that teachers need mostly the reading as a tool to be updated about the present knowledge of ESP content to deliver it to their students with a special training that preserves and actually serves their special purpose of learning the language and improving their reading comprehension.

**7. What sorts of problems do your students usually face when reading English sources in human and social sciences?**

Options	Frequency	percent
Strategies problems	1	20%
Content problems	2	40%
Language problems	2	40%

**Table 19: Student Challenges of Reading in English related to the field of study**

Concerning the six questions, which indicate the numerous challenges faced readers of ESP sources, the majority (40%) agreed on having both language and content problems, which refers to the student's lack of cultural knowledge that allows them to engage with the content and having the reading comprehension skill that serves their needs. On the other hand, 20% of students declared having strategic problems; those problems include challenges in selecting appropriate reading strategies for effective comprehension.

**Section three: culture and reading comprehension.**

**4. What recommendations do you have for improving the integration of culture into ESP reading comprehension instruction?**

The majority of teachers' (3 teachers) ask to provide and develop the necessary materials that exist in the field of education programmed; the rest of them ask to focus on teaching culture since it proves the four fundamental skills.

**5. Discussion of results**

This section is concerned with the discussion of results and findings collected in various data from the main research instrument, which is the student and teacher questionnaire. Mainly findings revealed

positive outcomes about the impact of culture on students of English for specific purposes in correlation with their reading comprehension skill; both students and teachers are aware of the importance of reading to improve their understanding of cultural terms in the field of specific study.

Teachers agreed on the various effects of culture knowledge on their student's comprehension and that most of them have actual challenges with the language content when they read English sources of human and social sciences, in addition to the integration of cultural elements into ESP materials, which helps their students improve their reading comprehension and fit their specific purposes of learning English language. The hypothesis that targets language culture affects students' reading comprehension in ESP contexts was accepted and proved by the positive outcomes revealed in the findings that indicate culture indeed plays an important role on students' reading comprehension in English for specific purposes (ESP) contexts. Furthermore, teachers acknowledge the importance of cultural understanding in improving comprehension skills, particularly in fields related to human and social sciences.

Students tend to read most in their field of study, which requires cultural knowledge to be able to understand and comprehend effectively when reading texts related to their field of study, and that the lack of sufficient cultural knowledge and understanding causes them problems and has negative effects on their reading comprehension. In addition, the hypothesis of this research of target language culture affecting positively students' reading in ESP contexts was accepted and highlighted, in which the results revealed that the positive effectiveness is that the target language culture helps to facilitate comprehension and overcome problems in the findings demonstrating that students recognize the various effects of cultural knowledge on their comprehension abilities. They also acknowledge the challenges that they face with language content when reading English sources in specific fields. Moreover, the integration of cultural elements into ESP materials is seen as beneficial for improving students' reading comprehension and aligning with their specific learning purposes.

In summary, the results align with the hypotheses, indicating that cultural knowledge positively influences students' reading comprehension in ESP contexts by facilitating understanding and addressing challenges associated with language content in their field of study.

## **6. Recommendations**

Based on the results of this study, it is recommended that both teachers and students pay attention to developing reading comprehension within the cultural context rather than focusing primarily on reading skills. Incorporating authentic materials that reflect cultural details can enhance students' understanding of language in real-life contexts. In addition, students should analyze the cultural context before applying their reading skills to improve their understanding within their field of study, especially in the social sciences.

## **7. Limitations**

This investigation was conducted in the presence of certain conditions and circumstances. Therefore, it has limitations, which are as follows:

- Due to students' different levels at the English language, it was hard to explain for them most of the terms.
- The research was intended to be conducted on another specialty, but due to the lack of cultural content in most specialties, the research was done on the faculty of social sciences since they are the most related field to culture and readers.
- Due to the lack of reading materials in university, it was hard to assess their reading skills.
- Results and findings are not generalized to all universities and faculties.

## **8. Implications of the Study**

- 1. For Students:** Understanding the target language culture can improve students' reading comprehension and overall academic performance.
- 2. For Teachers:** Integrating cultural context into lessons can make reading materials more engaging and comprehensible for students.
- 3. For Administration:** Providing resources and training for teachers on incorporating cultural elements can enhance the quality of education and student outcomes.

## **Conclusion**

This chapter is devoted to the analysis of data obtained from the research instrument used for this investigation. Therefore, the statistical analysis reveals findings related to the two main variables, reading comprehension and culture, in which data presented that the integration of culture mainly assists students and equips them with an ability to comprehend effectively any type of texts they read in their field of study.

## GENERAL CONCLUSION

The aim of this study was exploring the impact of culture on reading comprehension. Various research objectives have been established for future realization. First, the researchers tried to find how culture affects reading comprehension. Also, they tried to find the difficulties that may face students' when they read. Two main research instruments were used in this study, which are the students' questionnaire and the teachers' questionnaire. Each research instrument was employed for particular objectives. For example, both questionnaires were used to check students' and teachers' perceptions and attitudes towards the impact of culture (target language culture) on reading comprehension.

As a result of using these research instruments, there are two main findings. First, the results displayed that culture strongly affects reading. Most students face difficulty in understanding cultural content, even if it is related to their ESP context. In other words, culture plays an important role in the reading and comprehension process. Students' often face challenges in comprehending content that includes cultural elements, even when this content is part of the ESP programmed.

This means that cultural understanding of the material can be a barrier to fully understanding texts, affecting students' ability to learn and engage with the learning material effectively. Second, the results collected from both students' and teachers' questionnaires show that culture has an impact on students' reading comprehension in ESP subjects and cultural factors influence their reading comprehension in ESP contexts. Finally, since the two research hypotheses have been proved, one can conclude that the target language culture affects reading comprehension positively, and it helps students to understand the context of their field without facing any challenges and facilitating comprehension and overcoming problems.

## **REFERENCES**

1. Abdollahi-Guilani, M., Mohamad S.M.Y., Tan, K.H., & Khadijeh, A. (2012). *Culture-Integrated Teaching for the Enhancement of EFL Learner Tolerance*. Asian Social Science Vol. 8, No.
2. Almutairi, N. R. (2018). Effective reading strategies for increasing the reading comprehension level of third-grade students with learning disabilities. Scholar Works at WMU. <https://scholarworks.wmich.edu/dissertations/3247/>
3. Anthony, L. (1997). ESP: What does it mean? ONCUE. Retrieved April 6, 2000, from <http://http://interserver.miyazaki-med.ac.jp/cue/pc/anthony.htm>
4. Berardo, S. A. (2006). THE USE OF AUTHENTIC MATERIALS IN the TEACHING OF READING. Reading, 6
5. Bordonaro, K. (2014). The intersection of library learning and second-language learning theory and practice. Lanham, MD: Rowman & Littlefield.
6. Brooks, N. (1968). Teaching culture in the foreign language classroom. In P. Heusinkveld (Ed.), *Pathways to culture* (pp. 11-35). Intercultural Press.
7. Broughton, G. (1980). *Teaching English as a foreign language*. Routledge.
8. Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy* (2nd edition). New York: Longman Pearson Education.
9. Byram, M. (1997). *Teaching and assessing intercultural communicative competence*.
10. Byram, M., Gribova, B., & Starkey, H. (1997). *Developing The Intercultural Dimension in Language Teaching. A Practical Introduction for Teachers*, 35.
11. Byram, M., Stevens, D., & Nichols, A. (2001). *Developing Intercultural Competence in Practice*. Multilingual Matters.
12. Byram, Michael. (1989). *Cultural Studies in Foreign Language Education*. Clevedon: Multilinguals Matters Ltd

13. Clohesy, A. M. (2013). *Politics of Empathy*. Routledge.
14. Coady, J., & Huckin, T. N. (1997). *Second language vocabulary acquisition: a rationale for pedagogy*. Cambridge, U.K.: Cambridge University Press.
15. Cox, T. (1993). *Cultural Diversity in Organizations*. Berrett-Koehler Publishers.
16. Damen, L. (1987). *Culture learning: the fifth dimension in the language classroom*. Reading, Massachusetts: Addison-Wesley Publishing Company.
17. Dervin, F., Yuan, M., & Sude. (2022). *Teaching Interculturality "Otherwise."* Taylor & Francis.  
UNESCO 2006 p32
18. Dr. Sandeep Kumar. (2019). *Scientific Attitude*. Uttkarsh Prakashan.
19. Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
20. *Enhancing Learners' Vocabulary through Reading Comprehension: The Case of First Year Students at Mohammed Boudiaf, M'sila University Prepared by: Nour El Houda GHODBANE, Azar ALZRAIEE*
21. Ennis, M. J., & Riley, C. E. (2017). *Practices in intercultural language teaching and learning*.  
Cambridge Scholars Publishing.
22. Fantini, A.E., Arias-Galicia, F., & Guay, D. (2001) *Globalization and 21st century competencies: Challenges for North American higher education*. Consortium for North American Higher Education Collaboration Working Paper Series on Higher Education in Mexico, Canada and the United States (Working Paper No. 11). Boulder: Western Interstate Commission on Higher Education.
23. Fisher, R., & Fox, R. (2001). *Culture and Civil Society*. Council of Europe.
24. Frehan, P. (1999, January 1). *Beyond the sentence: Finding a balance between bottom-up and top-down reading approaches. The Language Teacher*.

[https://www.academia.edu/43355046/Beyond\\_the\\_Sentence\\_Finding\\_a\\_Balance\\_Between\\_Botto](https://www.academia.edu/43355046/Beyond_the_Sentence_Finding_a_Balance_Between_Botto)

25. Grabe, W. (2009). The Hand Book of Language Teaching. In: Long, M.H., &Doughty, C. J. (Ed.), Teaching and Testing Reading. Singapore: William Blackwell.
26. Grellet, F. (1981). *Developing reading skills*. Cambridge University Press.
27. Hafiz, F.M. and Tudor, I. (1989). *Extensive Reading and the Development of the language skills*. ELT Journal. Vol.44 p.1-13.
28. Hall, K. J., (2013). Teaching and Researching Language and Culture, Second Edition.
29. Hawkins, K. (2014). Teaching for social justice, social responsibility, and social inclu- sion: A respectful pedagogy for twenty-first century early childhood education. *European Early Childhood Education R e s e a r c h Journal*, 22(5), 723- 7 3 8 .  
<https://doi.org/10.1080/1350293X.2014.969085>.
30. Hermosa, N. (2002). *The Psychology of Reading*. Quezon City: University of the Philippines Open University.
31. Hermosa, N. (2002). *The Psychology of Reading*. Quezon City: University of the Philippines Open University.
32. Hesar, M.P., M., Yavuz K., & Elham, Z. (2012). *Why and How to Apply Culture in an EFL Classroom?* International Conference on Language, Medias and Culture IPEDR vol.33. pp: 68-72
33. Hollins, R. E. (2008). *Culture in School Learning: Revealing the Deep Meaning* (2nd Ed.).  
New York and London: Routledge
34. <http://dspace.univ-tlemcen.dz/handle/112/13943?mode=full>
35. <http://study.com/academy/lesson/what-is-reading-definition-process.html>
36. Hutchinson, T. &Waters, A. (1987) How Communicative is ESP.ELT Journal, 38 (2) pp. 108-118.OUP in association with British Council.
37. Ildikó Lázár, & European Centre for Modern Languages. (2003). Incorporating intercultural

communicative competence in language teaching education. Council of Europe Pub.

38. Israel, S. E., & Duffy, G. G. (2017.p.33). *Handbook of Research on Reading Comprehension*.  
The Guilford Press.

39. -Jean Michel Leclercq, & Council of Europe. (2003). *Facets of Interculturality in education*.  
Council of Europe.

40. Kalman, B. (2009). *What is culture?* Crabtree Pub. Co

41. Keast, J., & Council of Europe. (2007). *Religious diversity and intercultural education: a  
reference book for schools*. Council of Europe Publishing.

42. Knuth R. A & B. F. Jones (1991), "*What Does Research Say about Reading?*" NCREL. (On  
line). Available on [www.info@ncrel.org](http://www.info@ncrel.org).

43. Knuth, R., & Jones, B. (1991). *What does research say about reading?* Center for the Study of  
Reading, University of Illinois, Urbana-Champaign. NCREL, Oak Brook, EL.

44. Koehler, M. J. (2005). *Models of reading: Paragons and parasites* in Richardson, Burney, and  
Iaclos. Bucknell University Presses.

45. Kramsch, C. (1993). *The Cultural Component of Language Teaching*. *Zeitschrift für  
Interkulturellen Fremdsprachenunterricht* [Online], 1(2), 2-13.

46. Kramsch, C. (1995). *The cultural component of language teaching*. *Language, Culture and  
Curriculum*, 8(12), 83-92.

47. Kramsch, C. (1995). *The cultural component of language teaching*. *Language, Culture and  
Curriculum*, 8(12), 83-92.

48. Kroeber, A &. (1952). *Culture: A critical review of concepts and definitions*. Peabody Museum of  
American Archeology and Ethnology

49. Lafayette, R. C. (1978). *Teaching culture: Strategies and techniques*. Center for Applied  
Linguistics.

50. Laohawiriyanon, C. (2013). *Cultural Content in EFL Listening and Speaking Textbooks for Chinese*

University Students. *International Journal of English Language Education*,

51. Laufer, Batia (1997), "*The Lexical Plight in Second Language Reading*"; in J. Coady and T. Huckin (Eds). *Second Language Vocabulary Acquisition...* Oxford: CUP. pp. 20-33
52. Liddicoat, A. J., & Scarino, A. (2013). *Intercultural language teaching and learning*.
53. Liu, F. (2010, August 17). A short analysis of the nature of reading. *English Language Teaching*. <https://www.ccsenet.org/journal/index.php/elt/article/view/7226>
54. Maximova, O. B., & B. Maximova, O. (2020, August 12). Chapter 8: Developing reading comprehension skills in an ESP course through Critical Pedagogy Strategies. *European Proceedings of Social and Behavioral Sciences*.
55. Méndez García, M. C. (2005). International and inter-cultural issues in English teaching textbooks: the case of Spain. *Intercultural Education*, 16, (1), 57-68.
56. Meniado, J. C. (2016). *Metacognitive Reading Strategies, Motivation, and Reading Comprehension Performance of Saudi EFL Students*. *English Language Teaching*, 9(3), 117-129. <http://dx.doi.org/10.5539/elt.v9n3p117>
57. Meniado, J. C. (2016). *Metacognitive Reading Strategies, Motivation, and Reading Comprehension Performance of Saudi EFL Students*. *English Language Teaching*, 9(3), 117-129. <http://dx.doi.org/10.5539/elt.v9n3p117>
58. Mohamed, A., & Farahani, A. (n.d.-a). The role of target culture in English language education: EFL teachers' perspectives. *ELT Worldwide: Journal of English Language Teaching*. <https://ojs.unm.ac.id/ELT/article/view/50517>
59. Nieto, S. (2009). *Language, culture, and teaching: Critical perspectives*. Routledge
60. Panikkar, R. (2018). *Cultures and Religions in Dialogue*. Orbis Books.
61. Papa, I. (2015). *Culture and Language as Factors Related in the Process of Learning and Education*. *European Journal of Language and Literature Studies*. Vol.1, Nr. 1. pp: 16-19
62. Pardede, P. (2013). *The Inevitability of Incorporating Culture into a Foreign Language*

Classroom. In R. Mohamed, *Cultural Contexts in English Language Learning and Teaching* Jaipur: Yking Books.

63. Peacock, M. (1997) *The Effect of Authentic Materials on the Motivation of EFL Learners in English Language Teaching Journal* 51, pp 2
64. Perotti, A. (1994). *The Case for Intercultural Education*. Manhattan Publishing Company.
65. Peterson, B. (2011). *Cultural intelligence: A guide to working with people from other cultures*. (N. Brealey, Ed.).
66. Purba (2011) takes it for granted that it is necessary to include elements of the target culture into the teaching of English
67. Purba, H. (2011). *The Importance of Including Culture in EFL Teaching*. *Journal of English Teaching* (1), 44-56.
68. Qodariyah, I. I. (2021). *The Influence of Enthusiasm toward Reading Comprehension*. EBIZ
69. Reeves-Ellington, R. H., & Yammarino, F. J. (2010). *What is culture? Generating and applying cultural knowledge*. Edwin Mellen Press.
70. *Research evidence on reading for pleasure* -  
GOV.UK  
[https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading\\_for\\_pleasure.pdf](https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf)
71. Rezai, A., Rahimi, M. A., & Talepaskan, S. (2012). Exploring EFL learners reading comprehension problems in reading ESP texts. *Sino-US English Teaching*, 9(3), 982-987.
72. Richards, J. (1990). *The Language Teaching Matrix: The Bottom-up and Top-down processing* (pp50-51). Cambridge University Press.
73. Rivers, W. (1981). *Teaching foreign-language skills*. Chicago: University of Chicago press.
74. Rollins, B. V. (2010). *Reading comprehension*. Classroom Complete Press
75. Shuying, A. (2013, January). *Schema theory in reading* | request

76. Smith, F. (1988). *Understanding reading: A psycholinguistic analysis of Reading and learning to read*. LEA.
77. The Influence of Mastering Target-Language Culture on the Students' Language Skills-  
CORE <https://core.ac.uk/download/pdf/268407716> .pdf.
78. The Influence of Mastering Target-Language Culture on the Students' Language Skills-  
CORE <https://core.ac.uk/download/pdf/268407716.pdf>
79. Whittington, T. (2009). *The syllables of time Proust and the history of reading*. Oxford:  
Legenda
80. Zhu Shoutong. (2017). *New Literature in Chinese*. Cambridge Scholars Publishing.

# Appendices

**Appendices A:**

**Students' questionnaire**

Dear student, you are kindly asked to answer this questionnaire and provide your contribution in doing this research. The latter is an attempt to design a course, which will address your perceptions and attitudes towards the impact of culture on reading comprehension. To do so, please put a cross (X) in the appropriate box when there is a choice. Complete the blanks as clear as possible.

**Section One: Student's Profile**

**1. Gender:**

Male  Female

2. How long have you been studying English?

.....

3. What specialty do you study at university?

.....

**Section two: reading comprehension in ESP**

4. How often do you read English books in ESP?

Never  Rarely  Sometimes  Always

5. What do you read in English in ESP?

Books related to your field of study  - Articles related to your field of study

- Novels  - Short stories

Other: .....

6. You read in English:

For academic and specific purposes  - For pleasure

Other reason .....

7. When you read a text in English, do you understand

All of its ideas  Most of its ideas  Few ideas  None of its ideas

8. How helpful do you find teacher feedback in improving your reading comprehension skills?

Not helpful  - Somewhat helpful  - Helpful  - Very helpful

9. Do you make extra reading outside your teachers' assignment?

-Always  -Never  -Sometimes  -Frequently

10. What problems you usually find when reading in ESP context:

-Strategies problems  -Content problems  -Language problems

### Section three: culture and reading comprehension

11. Do you have difficulties in understanding the text in your field?

-Yes  -No

12. If the answer is yes, do you think that your problems are due to?

Vocabulary  -Grammatical structure  -Cultural context

13. Do you agree that understanding cultural aspects helps you

Completely understand the text  -Does not help you  -It somehow helps you

14. Do you believe that culture has an impact on your reading comprehension in ESP subjects?

Yes  -No

15. Have you observed that cultural factors influence your reading comprehension in ESP contexts?

Yes  -No

16. How do you perceive culture affecting your EFL reading comprehension in ESP context?

Positively  -Negatively  -No impact

***Thank you!***

**Appendices B**

**Teachers' questionnaire**

As an attempt to undertake research about the impact of culture approach on ESP students' reading comprehension: a descriptive study on students' and teachers' perception and attitudes. A group of questions is structured in order to be answered by teachers.

**Section One: Teacher's Profile**

1. *Gender:*

-Male

-Female

2. *Degree of your study*

-Master

-Magister

-PhD

3. *How long have you been teaching English at the department of social sciences?*

.....

**Section two: Reading comprehension in ESP**

1. *Do you think that your ESP students are interested in English course?*

.....

2. Do you focus in your teaching on the reading skill?

-Yes

-No

3. Do you think that reading in English is important for ESP students?

-Yes

-No

Why? .....

4. Do your students attend most of English course?

-All of them attend

- Most of them attend

-Some of them attend

-Few students attend

Why?

.....

5. How often do you read English resources related to specialty in class? (keep this question)

Always

-Sometimes

-Rarely

-Never

6. What sorts of problems do your students usually face when reading English sources in human and social sciences?

-Strategies problems

-Content problems

-Language problems

**Section three: culture and reading comprehension**

1. Do you find it difficult to deal with parts of cultural content, which requires a specific training to be used successfully?

.....

2. What challenges do you encounter when integrating cultural elements into ESP reading materials?

.....

3. To what extent do you believe cultural understanding enhances ESP students' reading comprehension skills?

.....

4. What recommendations do you have for improving the integration of culture into ESP reading comprehension instruction?

.....

***THANK YOU***

## **RESUME**

Cette étude vise à explorer l'impact de la culture de la langue cible sur la compréhension de la lecture des étudiants en anglais à des fins spécifiques (ESP), en se concentrant spécifiquement sur les étudiants de troisième année du département des Sciences sociales. En utilisant une méthode de recherche descriptive, cette investigation cherche à évaluer les perspectives et attitudes des étudiants et des enseignants à l'égard de ce phénomène. Pour ce faire, des questionnaires ont été distribués à un échantillon de 49 étudiants et 5 enseignants du département des sciences sociales, choisis selon une méthode d'échantillonnage aléatoire. Les questionnaires visaient à obtenir des informations sur la manière dont la culture de la langue cible influence la compréhension de la lecture des étudiants et sur la manière dont les enseignants perçoivent son impact sur les pratiques pédagogiques. Les résultats indiquent que la culture de la langue cible influence significativement la compréhension de lecture des étudiants en ESP en fournissant des indices contextuels, en améliorant l'acquisition du vocabulaire et en favorisant une compréhension culturelle plus profonde. Cependant, des défis tels que les barrières culturelles et les complexités linguistiques ont été identifiés par les étudiants et les enseignants. À la lumière de ces résultats, des recommandations sont proposées pour aider les étudiants à surmonter ces défis, notamment en intégrant du contenu culturel dans le programme ESP et en fournissant des instructions explicites sur les nuances culturelles. De plus, des suggestions sont offertes aux enseignants pour améliorer leurs approches pédagogiques et incorporer efficacement des éléments culturels dans les tâches de compréhension de lecture. En adressant ces recommandations, les étudiants en ESP peuvent mieux naviguer et comprendre les textes dans la culture de la langue cible, améliorant ainsi leur maîtrise de la langue et leur compétence culturelle.

**Mots clés :** culture de la langue cible, compréhension écrite, ESP

## ملخص

تهدف هذه الدراسة إلى استكشاف تأثير ثقافة اللغة المستهدفة على فهم القراءة لدى طلاب اللغة الإنجليزية لأغراض محددة، (ESP) مع التركيز بشكل خاص على طلاب السنة الثالثة في قسم العلوم الاجتماعية. باستخدام أسلوب بحث وصفي، تسعى هذه الدراسة لقياس وجهات نظر وتوجهات الطلاب والمعلمين تجاه هذه الظاهرة. لتحقيق ذلك، تم توزيع استبيانات على عينة تتألف من 48 طالباً و5 معلمين من قسم العلوم الاجتماعية، تم اختيارهم بطريقة عشوائية. تهدف الاستبيانات إلى الحصول على رؤى حول كيفية تأثير ثقافة اللغة المستهدفة على فهم القراءة لدى الطلاب وكيفية إدراك المعلمين لتأثيرها على الممارسات التعليمية. تشير النتائج إلى أن ثقافة اللغة المستهدفة تؤثر بشكل كبير على فهم القراءة لدى طلاب اللغة الإنجليزية لأغراض محددة من خلال توفير مؤشرات السياق، وتعزيز اكتساب المفردات، وتعزيز الفهم الثقافي العميق. ومع ذلك، تم تحديد تحديات مثل الحواجز الثقافية والتعقيدات اللغوية من قبل الطلاب والمعلمين. بناء على هذه النتائج، تُقترح توصيات لمساعدة الطلاب في التغلب على هذه التحديات، بما في ذلك دمج المحتوى الثقافي في منهج اللغة الإنجليزية لأغراض محددة وتقديم تعليمات صريحة حول التفاصيل الثقافية. بالإضافة إلى ذلك، يتم تقديم اقتراحات للمعلمين لتعزيز مناهجهم التعليمية ودمج العناصر الثقافية في مهام فهم القراءة بشكل فعال. من خلال تنفيذ هذه التوصيات، يمكن لطلاب اللغة الإنجليزية لأغراض محددة أن يتصفحوا ويفهموا النصوص ضمن ثقافة اللغة المستهدفة بشكل أفضل، مما يعزز في نهاية المطاف مهاراتهم اللغوية والكفاءة الثقافية.

الكلمات المفتاحية: ثقافة اللغة الهدف، الفهم القراني، تعليم اللغة الإنجليزية لأغراض تخصصية